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The march of iconoclasm goes merrily on. The latest step is taken by Mr. B. F. Harding, teacher of the Classics in the Milton Academy, who contributes to the April number of *Education* an article on Secondary Education. Taking for his text the assumption that the evolution of education follows one general law, namely, to instruct the youth according to the demands of the age in which he lives, he proceeds, after an historical background, to formulate the demands of the present age. In his brief historical sketch he remarks that the majority of the Greeks were uneducated and that Greek literature was the work of scholars who kept on specializing after the early training in music, grammar and gymnastics. He reiterates that the ancient Greeks studied no other tongue than their own and that the ancient Romans had a very simple form of early education along practically the same lines with emphasis on the study of the laws of the land, and an abrupt cessation of literary work at the age of seventeen, except in the case of the few specialists in higher education as in Greece. Similarly, in the Middle Ages, education, as we understand it, was the privilege of those who had leisure to study.

These remarks are preliminary to showing that the education to which we have been accustomed, with its emphasis on the Classics, is not fitted to the demands of the present day. He asserts with truth that comparatively few of our High School pupils enter college and maintains that, inasmuch as the High School is the end of the education of most children, its training should be devoted to the instruction of those pupils, not to the few who go on to college. Coming to the Classics, he maintains that the results of the classical training in the High School are miserably small compared with the time devoted to them and therefore decides that their place should be taken by something of more immediate value to the pupil. I quote his scheme for amendment:

I would suggest a scheme of study in which courses in elementary Latin and elementary Greek should be offered only in the last year of the preparatory school before entering the college, as an elective to be taken principally by those whose future plan of life may seem to urge upon them some preliminary acquaintance with those languages before entering college, and I would petition the colleges to reduce the requirement in elementary Latin and elementary Greek to an amount to be reasonably covered in one year by the average student in

his last year at the preparatory school. In short, I feel that today the ancient classics are properly college courses to be elected either by those who intend to become scholars in those subjects or by others who think they feel the need of the special fundamentals in language that these basic languages certainly give, whereas their chief value, and it certainly ought not to be neglected, for the mass of students can be obtained in the translated literature in the manner referred to above, and in their affiliated studies. I would not, however, make the courses in art and architecture technical but rather largely illustrative, that the pupil might be able to recognize the reproduction before him and in connection with his literature recall its application. The coördination of these studies of the ancient classics in English, French and German translations should not be difficult to arrange, and this should depend on some chronologically arranged historical course, which should last throughout the pupil's entire course at school; but when the work in history for any given year was on English or American history or mediaeval history, the literature and art work should coördinate with the pupil's study in the historical course. Even then a substratum of reading of the ancient classics in translation might be worked into the various literature courses. The course in history should close with a hard drill in civics and economics in the graduating year of the pupil at school. The need, however, of an inflected foreign language for training the mind in etymology and syntax, seems to me imperative, and to take the place of such a work in a measure once filled by the Greek and Latin, I would suggest the introduction of German in the first year of our school course, and this training could be supplemented by the introduction of French the next year, a comparatively uninflected foreign language.

Mr. Harding intimates by referring to the method of teaching the Classics "as that at present adopted" and by the statement that "too much time is devoted to the teaching of the ancient classics as mere machinery for grammatical analysis, neglecting largely their literary merit", that he does not fail to observe that possibly something may be said for improving the methods of teaching the Classics and thereby obtaining better results. But of course the fundamental fallacy in his argument lies in his assumption that education in its true sense and training to meet the material environment are synonymous, so far as the work of the schools is concerned. We may grant, as we have granted, the poverty of the results of classical teaching in the schools. We may grant, as we do grant, that the results of classical teaching are ridiculously inadequate; but that does not involve the conclusion that

the classical languages cannot be so taught as to be of inestimable value in sound education (in its true sense) to all youth. Surely to relegate the foremost instrument of culture to the colleges, because the methods of teaching them are faulty, is to strike at the roots of sound learning and the best interests of our youth as a whole.

The statement that grammatical drill, such as is necessary, can be obtained from the modern languages has been so often demonstrated to be false that it hardly seems worth while to advert to it seriously; so many teachers of the Classics have found by bitter experience the inadequacy of modern language training as a preparation for the elementary knowledge of linguistic theory required in the elementary work in Latin. It is of course true that German has a considerable body of inflections, but it is impossible to develop any systematic linguistic training from German. Of course it will be at once granted that a comparatively small proportion of pupils enter college. Yet, since a comparatively small proportion of school pupils enter the High School, it hardly seems too much to demand that the school should be recognized as the place where the general foundation of universal training should be given to all; and that that body of select pupils who are able to go on to the High School course should be regarded as the potential body of specialists and cultured people which Mr. Harding intimates formed a special class among the Greeks and the Romans. I have no sympathy with those who would make every child in the land study the Classics, but the line ought to be drawn at the end of the period of compulsory education and it should be recognized that those who enter the High School are really entering the field of higher education.

G. L.

LATIN IN THE SECONDARY SCHOOLS III

THE THIRD YEAR

(See pages 140-142, 154-156)

Several circumstances combine to give the problem of Latin instruction a different aspect during this, the Cicero year. In the first place, the students are now much more mature, and begin to show an intelligent interest in their work. Even those, however, who do not work from spontaneous zeal put forth their best efforts during the third year. For, under the New York City Syllabus, a student may drop his first language at the end of the third year, provided he has satisfactorily completed his class work and has passed the requisite State Examinations. In the second place, the system of promotion by subject, according to which a student continues his work in any given study which he passes, regardless of his general standing in other subjects, has by this time borne full fruit. It is no longer possible to form large classes and fulfill the requirements

of the curriculum, but students must be divided into many smaller groups. Thus the classes of the fifth and sixth terms are considerably smaller than the general rate of High School mortality would be responsible for.

These two circumstances are decidedly favorable to good teaching. On the other hand, there is the drawback of a complete change in style of author read. Before the appearance of the High School Vocabulary, I should have charged much of the difficulty to the difference in words, but that is, of course, no longer possible. Yet the fact remains that even boys who did well during their Caesar year, flounder badly in Cicero. This is perhaps not to be wondered at, if we remember the trouble that we ourselves found in reading the speeches of Demosthenes as compared with the narrative of Xenophon. Whether it would be better to do as is done in some institutions, and read Vergil before Cicero, thus waiting for greater maturity, I dare not decide. At any rate, in New York City, and, I believe, in the state in general, Cicero is the prescribed author for this year.

However, the important question before our teachers is, how can we help the student? We have tried many experiments, from beginning with pitifully small instalments for each recitation to translating to the students all of the advance lesson the day before. At present, the consensus of opinion seems to have focused on two methods. One was described by me in my second article. Students write out a literal translation of the new assignment—and by literal we understand one which absolutely follows the Latin order —, read this out in class the next day, and discuss the meaning and construction of each clause, and then for the third day are given the task of putting the lesson into idiomatic English. The second method dispenses with the independent writing, but takes up the advance lesson in class for oral discussion. The adherents of this method, however, may be again subdivided into two groups. One of these wishes to effect the same result as those who insist on the writing, viz. to teach the student how to attack a Latin sentence, and thus to give him constant, though unconscious, practice in sight reading. The other group, somewhat less idealistic, wishes to enable the student to cover a large amount of work, and therefore goes with him over the advance without insisting on the mental processes required for the former view, but giving him voluntary assistance wherever he seems in need of it.

I confess that my sympathies are with the former group. I do not wish to disparage the work of the others, in the case of our school men among our best and most conscientious teachers, but I believe that more lasting and better results are obtained by the other method. The blame, I think, lies not with the teachers, but with the system which compels us to read the four Catilinarian speeches, the Manilian law,